



Wright Middle

11 Hwy 71

Abbeville, South Carolina

Grades	6-8 Middle School	
Enrollment	428 Students	
Principal	Barry B. Jacks	864-366-5998
Superintendent	Dr. Ivan Randolph	864-366-5427
Board Chair	James B. Tisdale, Jr.	864-366-9094

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Average
2007	Average	Below Average
2006	Average	Good
2005	Average	Below Average
2004	Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

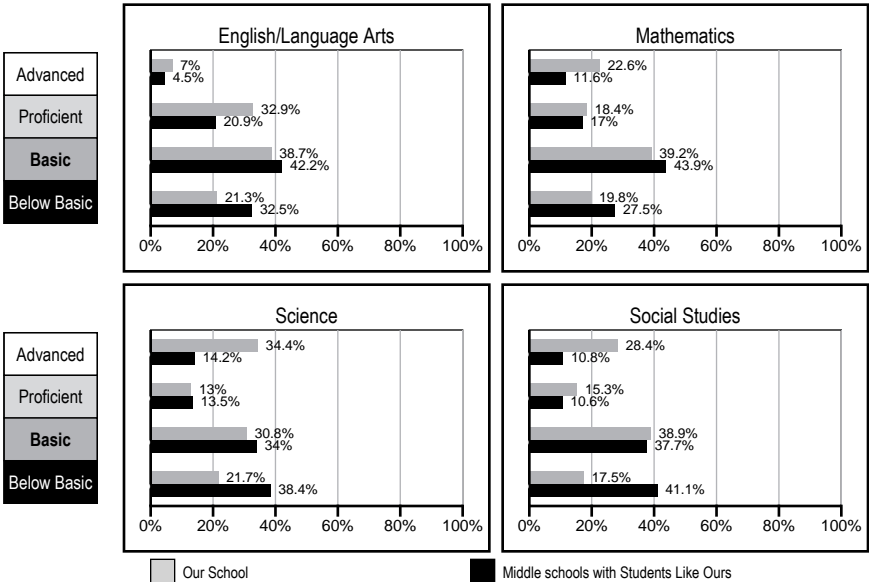
98.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	27	6

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	96.7
English 1	0	94.3
Physical Science	0	66.7
All Subjects	100.0	95.2

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=428)				
Students enrolled in high school credit courses (grades 7 & 8)	5.6%	Down from 13.0%	16.1%	19.4%
Retention rate	1.9%	Up from 1.6%	1.5%	1.8%
Attendance rate	96.4%	Up from 96.2%	95.6%	95.8%
Eligible for gifted and talented	18.4%	Down from 20.2%	13.3%	15.3%
With disabilities other than speech	14.3%	Up from 11.1%	14.3%	12.9%
Older than usual for grade	5.1%	Up from 2.8%	3.2%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	51.5%	Up from 45.5%	52.6%	55.0%
Continuing contract teachers	66.7%	Down from 69.7%	73.3%	70.6%
Teachers with emergency or provisional certificates	17.9%	Up from 3.8%	5.6%	5.4%
Teachers returning from previous year	79.4%	Down from 82.5%	83.0%	83.4%
Teacher attendance rate	97.0%	Down from 99.2%	94.8%	94.9%
Average teacher salary	\$43,091	Up 2.7%	\$44,234	\$44,706
Professional development days/teacher	5.6 days	Down from 7.4 days	11.5 days	11.8 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	16.8 to 1	Down from 18.5 to 1	19.4 to 1	20.1 to 1
Prime instructional time	92.9%	Down from 95.2%	89.0%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.3%	Up from 95.7%	97.8%	98.0%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil*	\$6,959	Up 1.6%	\$6,959	\$7,097
Percent of expenditures for instruction*	66.0%	Down from 66.7%	65.5%	64.4%
Percent of expenditures for teacher salaries*	63.2%	Up from 63.1%	61.5%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

What a wonderful opportunity we have to do something special. We are fine-tuning our staff and curriculum so that we can offer the students at Wright Middle an education that is second to none. Dr. Randolph, the district office staff, and the Board of Trustees are working diligently to make sure that all needed resources are available so that we can effectively teach children. As an Abbeville County team of educators, I feel that we are more prepared than ever to offer your child quality educational experiences. We encourage parents to take a few minutes each day to communicate with their children on their day at school and help and encourage them as appropriate.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	115	83
Percent satisfied with learning environment	96.0%	78.3%	81.5%
Percent satisfied with social and physical environment	96.0%	82.5%	74.1%
Percent satisfied with school-home relations	88.0%	86.8%	76.5%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	434	99.1	20.6	38.8	33	7.5	51	51.2	48.2	Yes	Yes
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Gender

Male	220	99.1	26.3	40.2	27.8	5.7	43.5	45.4	41.7	N/A	N/A
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Female	214	99.1	14.8	37.4	38.4	9.4	58.6	57.5	55	N/A	N/A
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Racial/Ethnic Group

White	206	98.1	8.3	32.6	46.1	13	72	62.4	60	Yes	Yes
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African American	222	100	31.8	43.5	22	2.8	32.7	34.6	31.7	No	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	27.8	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
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Disability Status

Disabled	61	93.4	60.7	30.4	5.4	3.6	14.3	22.4	16	No	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	50	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	287	98.6	28.8	43.1	24.7	3.4	38.2	43.2	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	434	99.1	19.9	40.8	18.9	20.4	50.7	48.5	45.8	Yes	Yes
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Gender

Male	220	99.1	23	39.7	12	25.4	48.3	50.2	45.6	N/A	N/A
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Female	214	99.1	16.7	41.9	26.1	15.3	53.2	46.7	45.9	N/A	N/A
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Racial/Ethnic Group

White	206	98.1	5.2	37.8	25.4	31.6	70.5	59.3	59	Yes	Yes
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African American	222	100	33.2	43	13.1	10.7	33.6	32	26.9	No	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	47.4	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
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Disability Status

Disabled	61	93.4	62.5	32.1	1.8	3.6	14.3	20.8	17.1	No	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	51.7	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	287	98.6	26.2	46.1	13.9	13.9	39.3	40.2	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	291	100	21.7	30.7	13	34.7	47.7	42.1	35.7	96.4	96.2
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Gender

Male	134	100	19.7	33.1	7.9	39.4	47.2	44.7	37.4	96.2	96.1
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Female	157	100	23.3	28.7	17.3	30.7	48	39.4	33.8	96.6	96.3
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Racial/Ethnic Group

White	139	100	6.1	25.8	14.4	53.8	68.2	56.1	49.2	96.1	96
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African American	149	100	35	35.7	11.9	17.5	29.4	20.6	17	96.6	96.6
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	95.6	94.4
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	94.3	94.8
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	97.4
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Disability Status

Disabled	38	100	75.7	16.2	0	8.1	8.1	19.5	14	94.3	95.5
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
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English Proficiency

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	38.1	24.4	96.4	96
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Socio-Economic Status

Subsided meals	187	100	33.3	32.2	10.9	23.6	34.5	31.8	21.1	96	96
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Social Studies

All Students	288	99.7	17.4	38.8	15.6	28.3	43.8	36.4	34	96.4	96.2
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Gender

Male	158	99.4	17.1	36.8	13.8	32.2	46.1	39.6	36.6	96.2	96.1
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Female	130	100	17.7	41.1	17.7	23.4	41.1	32.8	31.3	96.6	96.3
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Racial/Ethnic Group

White	136	99.3	6.1	29.8	16.8	47.3	64.1	45.2	44.5	96.1	96
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African American	147	100	28.4	47.5	12.8	11.3	24.1	22.3	19.1	96.6	96.6
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	95.6	94.4
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	35.7	27.5	94.3	94.8
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	97.4
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Disability Status

Disabled	35	100	51.4	34.3	8.6	5.7	14.3	18.8	14.4	94.3	95.5
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
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English Proficiency

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.3	96.4	96
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Socio-Economic Status

Subsided meals	193	99.5	23.6	44.5	15.9	15.9	31.9	27.5	21	96	96
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	138	99.3	22.7	31.1	33.3	12.9	46.2
	7	140	100	30.9	36.8	27.2	5.1	32.4
	8	147	98.6	20.6	43.4	28.7	7.4	36
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	141	100	14.1	40	38.5	7.4	45.9
	7	149	100	18.4	30.5	40.4	10.6	51.1
	8	144	97.2	29.4	46.3	19.9	4.4	24.3
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	138	100	14.3	26.3	29.3	30.1	59.4
	7	140	100	19.1	50.7	17.6	12.5	30.1
	8	147	98.6	18.4	45.6	21.3	14.7	36
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	141	100	18.5	35.6	20.7	25.2	45.9
	7	149	100	19.1	31.2	21.3	28.4	49.6
	8	144	97.2	22.1	55.9	14.7	7.4	22.1
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	68	100	16.9	27.7	23.1	32.3	55.4
	7	140	100	17.6	42.6	16.9	22.8	39.7
	8	77	98.7	23.2	29	21.7	26.1	47.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	71	100	28.4	29.9	10.4	31.3	41.8
	7	149	100	15.6	27	12.8	44.7	57.4
	8	71	100	27.5	39.1	15.9	17.4	33.3
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	70	98.6	22.4	47.8	16.4	13.4	29.9
	7	140	100	41.9	35.3	9.6	13.2	22.8
	8	72	100	31.3	57.8	6.3	4.7	10.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	70	100	4.4	26.5	27.9	41.2	69.1
	7	149	100	21.3	34	12.1	32.6	44.7
	8	69	98.6	22.4	61.2	10.4	6	16.4

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample